
Ackerley Network for Teacher Development

Poster Session: School-based Inquiry Projects



Report to the Board

September 2007 – June 2008

Improving Teaching and Learning

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Forward

The Ackerley Network for Teacher Development has completed its fourth and final year of support for improving teaching and learning in partner schools and the preparation of teachers at the University of Washington College of Education. It is not, however, the final year of the Network but instead the beginning of a long lasting partnership between the University of Washington and partner schools in the metropolitan area. Because of the continuing support of the Ginger and Barry Ackerley Family Foundation and the College of Education, the partnership will continue with its goal of improving the teaching and learning in high need schools.

During the 2007-2008 academic year the Network sought to enhance the quality of the inquiry projects, focus principal work on problems of practice, and further clarify the relationships between the partner schools and educator preparation programs in the College of Education. In addition the Network members participated in College-related activities that provided additional professional growth opportunities.

Dr. Allen D. Glenn
Director, Ackerley Network

College Ackerley Team Members¹

Ackerley Foundation Support

- Dr. Allen Glenn, Director and Coordinator for Survive & Thrive
- Mr. Amit Saxena, Research Assistant
- Ms. Marisa Bier, Network Liaison Coordinator

Ackerley Network With College of Education Support

- Dr. Cap Peck, Director of Teacher Education
- Dr. Doris McEwen Harris, Dr. Bill McDiarmid, & Dr. Kathy Kimball, Principal Support Group
- Ms. Karen Harris, Elementary Teacher Education
- Ms. Jane Kinyoun, Secondary Teacher Education
- Ms. Maggie Patterson, Administrative Assistant
- Ms. Gwyn Hinton, Financial
- Ms. Eliana Medina, Research Assistant
- Teaching Assistant Liaisons
 - Ms. Carol Coe
 - Ms. Zoi Microulis
 - Ms. Tammy Tucker
 - Ms. Althea Westover

¹ A listing of Network school members is found in Appendix One.

Annual Report to the Board

University of Washington Ackerley Network for Teacher Development

Major Goal: The Network is focused on creating and supporting the collaboration of P-12 and university educators through participating in new roles, activities, and settings that develop shared professional knowledge.

Introduction

The Network members began the year knowing that this was a transition year for the partnership. There was a realization that the funding from the Ackerley Foundation might be ending in June, but also a realization that the foundation of the partnership would continue as the College of Education's new teacher education programs came on line. Members were committed to continuing the work begun by the Ackerley grant. Activities continued throughout year, and with great joy the Network partners met on June 10th to acknowledge the work for the year and to celebrate the continued support from the Ackerley Foundation for the partnership's work. As one teacher noted, "It is so seldom that we get acknowledgement for what we do. This continued support for teachers and students means so much to me." That sentiment spoke for all the educators involved in the partnership. Not only has the Ackerley Foundation grant strengthened the collaboration among its partners, the Foundation has helped create a structure to establish a long lasting working relationship with a goal of improving teaching and learning in high need schools. As a result, students, teachers, principals, and teacher educators will continue to benefit from this maturing school-university partnership.

Director's Perspective

During the past year a number of initiatives came to fruition, and all have been instrumental in building the Ackerley Partnership. First, the Network completed a very positive year of activities in 2007-2008 in which its five major goals identified at the end of last year were met (See page 16 for a summary). Members had a sense going into the year of what was expected and how the Network could and would support partnership activities. At the initial meeting in September an emphasis was placed on developing inquiry projects that would focus on improving student learning and teaching assistant liaisons were assigned to partner schools to facilitate the completion of the projects. In addition, there was very limited turn-over among the teacher liaisons in the partner schools and in new partner schools liaisons were appointed and participated in Network activities. The stability of teacher liaisons and partner schools allowed new members to be welcomed and the work of the Network to begin immediately. In June over 70 people from the Network gathered to celebrate the success of the partnership and to plan for the coming year.

The College of Education's renewal of the elementary education program reached a critical stage with the initial quarter beginning in Spring 2008. The impact of this renewal effort meant that the Ackerley partners were involved in very specific discussions about their roles in the new program, the clarification of the role of student interns, payment for services, and how studio days (days when methods courses meet in schools) should be arranged and negotiated. Each monthly meeting of the teacher liaisons, and in one case, building site coordinators who work with student interns, were purposeful and critical to the development of the elementary program and the forthcoming secondary program.

The College has also made a commitment to hire a Director of University and School Partnerships. Dean Wasley created a representative committee to review the various partnership initiatives in the College. Based on this review and the recommendation of the committee, a national search for a director was initiated. Candidates are being reviewed at this time and a recommendation may be forthcoming by the end of the summer. This all-College position will bring sustained leadership to the Network and other College partnerships and increase the potential for continuing professional development and research related to teaching and learning. In addition to this position, Dr. Phillip Bell has assumed the directorship of the University's Center for Mathematics and Science, an outreach to partner schools related to these two critical areas.

Finally, the continuation of the Carnegie Foundation's Teachers for a New Era grant brought additional resources to the Network and provided a forum for University and P-12 colleagues to work together regarding common issues. In addition, faculty from the Arts and Sciences have become more actively involved in teacher education and lead the way to the creation of a new undergraduate minor in teacher education and the establishment of collaborative discipline area teams to work with the College. Because of TNE support a collaborative with the Seattle Community College will provide a pathway for community college students to enter teaching. The goal is to enable a more diverse group of teacher candidates to enter the College..

These and other activities within the College and districts created a positive working relationship among the members. This positive relationship helped sustain the P-12 members in light of difficulties within their own districts due to difficult financial situations with each experiencing budget reductions, and in some cases, a reduction in staff. This difficult financial environment made the resources available from the Ackerley Foundation and the University critical to the work of the members. For example, the \$1,800 inquiry grants, while some would suggest that such a grant is miniscule, allowed the needed leverage for teachers to meet together, collect information, and observe others. As will be discussed later in this report, these grants changed policies, impacted curriculum, and improved student performance. The impact of these grants was significant.

I am pleased to report to the Board that the Network has had another successful year and that members continue to grapple with how to make the partnership more meaningful to improving the academic performance of the students. I also wish to express my thanks for the Foundation's continuing support for the work of the Network. In the words of the teachers: *"The opportunity that Ackerley gives Lindbergh is SO IMPORTANT to continue staff development."* Or, as one teacher wrote at the bottom of the feedback sheet at the June meeting, *"I love this partnership!"*

The remainder of the report provides summaries of activities and indicators of success for each of the Network's major activities. The conclusions presented in the report are based on data gathered from a variety of sources that include surveys sent to all Network members, evaluations of specific seminars, evaluation reports written by UW Ackerley team members, and comments from regularly scheduled meetings of the UW Ackerley team.

Major Network Initiatives

Major Network initiatives involved 20 principals, teacher liaisons from 20 partner schools and other faculty and staff. Three new elementary schools joined the Network in September. They were Roxhill, Wedgewood, and TT Minor from the Seattle School District. These new partners joined because they are student intern sites for the elementary teacher education Program. Due to a variety of reasons, Ardmore elementary in Bellevue and Dimmit junior high school in Renton chose not to continue in the Network. Such additions and withdrawals are to be expected as school leadership and conditions change. At this time the College is working on a memorandum of agreement between the Network partner schools and the College of Education with the goal of articulating responsibilities and commitments for each partner.

As in the past College of Education faculty, staff, teaching assistants and education students participated in various initiatives in the Network partner schools. Due to a change in the elementary teacher education program, the number of studio days in partner schools was reduced. However, student interns were assigned to community-based organizations (CBO) located in a partner school community. As a consequence, interns gained a deeper understanding of the students and their community that should be of assistance when they enter partner schools this fall. Efforts are being discussed as to how best to bring the principals and teacher liaisons together with CBO staff in order to broaden the Network. Participation by College faculty continued during the year. Over a dozen faculty were involved in seminars, monthly meetings, on-site professional development activities, and support for inquiry projects. In addition, Seattle Community College students interested in becoming teachers were placed in Network schools. And, two professors, Dr. Richard Neel and Dr. Roxanne Hudson, collaborated with Network schools on related research projects.

PROFESSIONAL DEVELOPMENT AND COLLABORATION:

Network members participated in a variety of professional development activities focused on increasing their own professional knowledge, examining critical issues related to teaching and learning, and strengthening the collaboration between the public school and the University of Washington. Some of these activities were supported directly by the Ackerley Foundation; others were only partially supported by Ackerley. All have as the goal the improvement of teaching and learning in the school building.

Ackerley Funded Professional Development Activities

- **Teacher Liaisons Meetings and Work in Schools:** Teacher liaisons were active this year leading inquiry projects, supporting in-school professional development, and working with the College's teacher education faculty. Twelve to 15 of the teacher liaisons attended each of the monthly meetings of the Network. These meetings provided an opportunity for liaisons

to share successes, discuss issues, provide feedback to the College, and to be re-energized about the work of the Network. When asked about the worth of the Network and meetings, liaisons were positive in their comments. Sample responses include the following.

- *Shared resources have provided rich discussions and have helped teachers in the building provide more thoughtful, focused instruction.*
- *The development of a math skills curriculum*
- *The cultural competency discussion groups continue to meet*
- *Offers us time to reflect on our practice*
- *Reaffirms the importance of educators' work*
- *UW faculty came as guests to McClure for department meetings; focused our collaboration.*
- *Used the professional development dollars to buy books for staff to align curriculum*
- *Connection to the teacher education program*
- *The presence of the Network and student teachers helps us to be more aware of best practices.*

The Network provides for a critical need, time to meet. Over and over again liaisons reported that *time* was a major issue (finding time to work on projects and meet) and that without the support from the Network via the inquiry projects and professional development funds freeing teachers, even for just one day, would not have been possible. As presented in the later discussion of the inquiry projects, \$1,800 used carefully can provide the time for teachers to make significant changes.

Liaisons also identified additional issues related to the challenges the partnership faces. They noted travel time to meetings, maintaining a focus on student learning, insuring that the projects and seminars are focused on critical school needs not as add-on projects, and smoothing the payment process between the districts and the College.²

- **Individual Teacher Professional Development:** Each teacher liaison had an opportunity to access five hundred dollars for professional development. In order to access the funds, the liaison completed a request form indicating how the funds related to the improvement of teaching and learning. Requests varied, however, each focused on work within the school and in almost all cases provided resources (books, curriculum materials) for a group of teachers working together on a specific project. Often funds were used to support book study groups or Critical Friends discussion groups meeting to discuss teaching a diverse

² Considerable progress was made during the year on aligning the payment process between the College and the five school districts involved in the Network. Variation of policy across districts has been a challenge.

student population or creating culturally relevant instructional materials. In some cases, the College teaching assistant liaison facilitated these discussions.

Because of membership in the Network, two Ackerley Network teachers, Ms. Tina Anima and Mr. Kevin Gallagher, participated in an exchange with Jordan. Tina and Kevin described their experiences at the September 2007 meeting. Kevin will coordinate this summer's exchange.

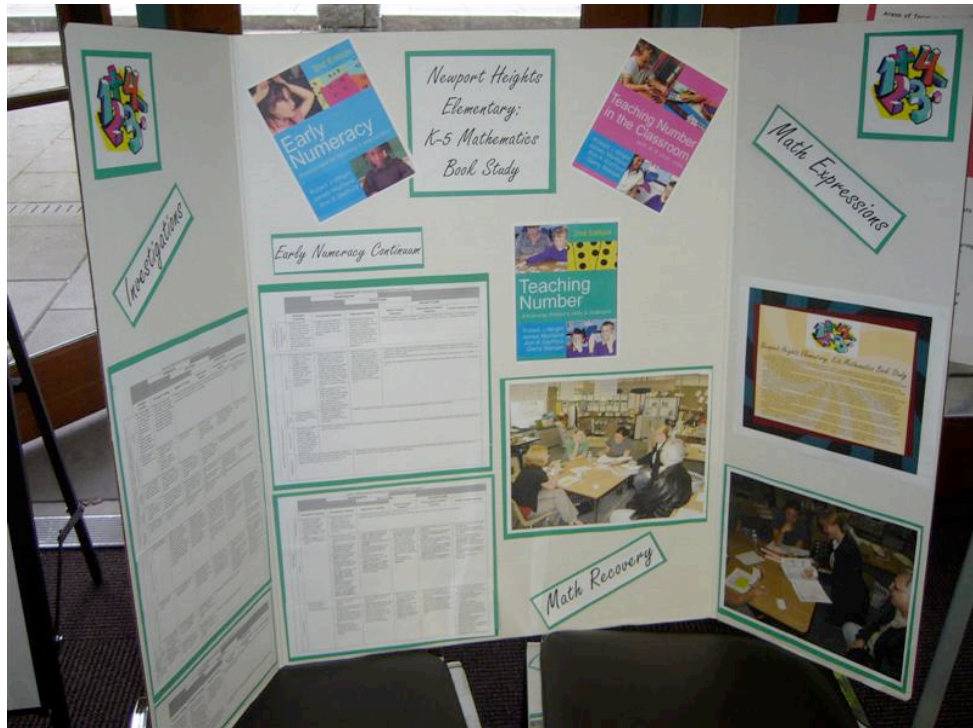


In addition, this summer two other teachers from the Network, Ms. Shannon Crowley from Sanislo and Mr. Christopher Robert from Roxhill, will join a College of Education team spending three weeks in China working with Chinese teachers. They will report on their experiences at this fall's meeting.

The Jordan and China exchanges are examples of the opportunities that arise because of the connections between the partner schools and the College of Education. The Ackerley Network has been the catalyst for such opportunities. Such professional development experiences have a significant impact on the teachers' understanding of the global community and teaching and learning in other countries.

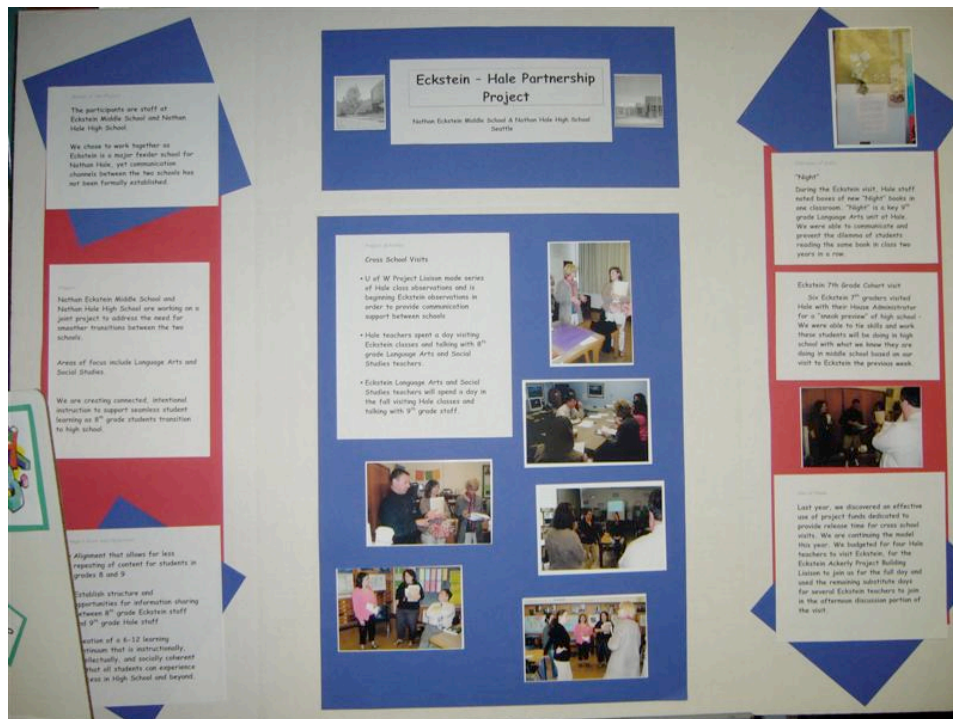
Ackerley Foundation, Carnegie Foundation, and College Supported Participation

- **School-based Inquiry Projects:** The school-based inquiry projects continue to be a major renewal tool for Network teachers and schools. Fifteen inquiry projects were funded for 2007-2008. Each project was asked to demonstrate how their work would be directly related to student learning. Projects ranged from aligning curriculum (Eckstein junior high and Hale senior high), to improving mathematics scores (Madison middle school and Newport Heights elementary), to developing a common set of instructional activities for a new math curriculum (TT Minor elementary), and to the integration of scientific field study using technology to teach inquiry skills (Sanislo elementary). Participants presented their findings at the June meeting of the Network.



Newport Heights

Eckstein and Hale Partnership



Findings were encouraging and demonstrated that given time and appropriate support teachers are able to create strategies and materials focused on student learning.

Findings at Madison demonstrated with the appropriate intervention and attention to curriculum materials, math scores improve significantly. Collaboration between Eckstein and Hale resulted in reducing overlap in reading materials between junior and senior high school, and TT Minor teachers were able to develop materials to supplement the new mathematics curriculum that had created difficulty for students. Comments about the impact of the inquiry projects included the following: *materials could be immediately implemented with students; the use of common assessments in math; development of a format for looking at enrichment and remediation materials in math; revision of documents shared with parents; technology to allow students to demonstrate learning; the development of an early career manual and monthly meetings with new teachers; and a development of a math skills continuum for the school.*

A new feature this year and one that will make the presentations available to a much wider audience was the videotaping of the findings presentations for each project. The video will be made available to the public on the College's web site under "Ackerley Network Project Page." Availability on the College's web site will provide easy access to Network partners and to any person who visits the web site. This will be an important dissemination feature for the Network's professional development efforts related to improving student learning. The Foundation will be notified when the projects are posted on the web.

- **Principal Support:** Dr. Doris McEwen Harris, College of Education Distinguished Educator, assumed leadership for the principal meetings. The Ackerley Principals Support group met throughout the 2007-2008 academic year. The goals were to: 1) learn more about simultaneous renewal and efforts underway across institutions to improve student achievement, and 2) examine the challenges related to promoting a positive school climate and discuss useful strategies to support leaders in moving through the change process.

The Ackerley Principals Support meeting was held the Friday following the Ackerley Network Council meeting. Each month, formal updates were given about simultaneous renewal efforts. Principals were updated on the projects funded by the Ackerley Network in their respective buildings and shared with other principals the status of the projects. In addition, principals used protocols to engage in conversation about their work as principals as it related to the challenges of promoting a positive school climate, bringing problems of practice to share with colleagues and receive feedback on possible strategies and solutions for the problems of practice. The September meeting agenda used a Consultancy Protocol to receive strategies on how to use the feedback from the questionnaire given during the 2006-2007 academic year. The feedback helped established the agenda for the remainder of the school year. The following highlight the meeting activities:

- October – focused on *Leadership for Equity and Excellence* (Chapters 1-5), using a Text-Based Protocol.
- November – focused on *Leadership for Equity and Excellence* (Chapters 1-10), using the "So What!" protocol. This protocol requires prior use of Text-Based Protocol and is intended to involve participants in some action, this case writing a resolution on new teacher induction or simultaneous renewal.

- December – Consultancy Protocol was used with a problem of practice brought for review by one of the Network principals.
- January – Dr. John Goodlad engaged the principals in a conversation about simultaneous renewal.
- February – no meeting; assignment to read chapter eight (“The Same But Different,” from *A Place Called School* by John Goodlad)
- March – Continued problems of practice discussion.
- April – Continued conversation with John Goodlad
- May – no meeting
- June – most principals attended the project reports given during the end-of-year celebration for Ackerley Network Council.

The attendance at Ackerley Principals Support Group meetings averaged 10-12 principals. The conversations were stimulating and energizing. Principals were pleased with the opportunity to bring their “problems of practice” to share with and receive feedback from their colleagues. Dr. Jill Hudson, principal at Madison middle school, was very instrumental in the success of these conversations. She served as facilitator for the Consultancy Protocol discussions used for problem of practice discussions.

- **University Teaching Assistant Liaisons:** The Ackerley Foundation grant partially funded the work of Ms. Marisa Bier, doctoral student in Education, to serve as the Network Liaison Coordinator. One of her duties involved working with four doctoral students who served as teaching assistant liaisons to selected partner schools. Each person served as a liaison to University resources, assisted in completing the inquiry projects, and, in some cases, lead specific professional development activities such as book study groups. For example, Carol Cole linked the faculty at Eckstein and Hale with Dr. Walter Parker, an expert on curriculum and curriculum alignment. Dr. Parker met with the staff and assisted them in examining a series of issues that culminated in a more articulated language arts/social studies curriculum across the two schools.

It is clear the TA Liaison provided a consistent presence in the building of the Network’s commitment to the partner schools. The College of Education is currently in the process of determining how best to continue this liaison work as it relates to the new teacher education programs. The initial support from the Ackerley Foundation was critical in exploring this new role.

- **Seminars:** During 2007-2008 the goal was to continue the work from the previous year by focusing on the academic achievement of students whose first language is not English, and those with special learning needs. Working with Network Partners and faculty from the College of Education, two Network seminars were held. The first, held in October 2007, focused on a specific program, Guided Language Acquisition Design (GLAD), that is widely used in the Seattle School District. Ms. Teresa Boone, Wing Luke teacher and district in-service leader for GLAD, was the instructor. Thirty-five participants attended the seminar. Typical feedback from participants included the following comments: *I learned that I needed to include students’ cultural values into my instruction; I understand that it is the general*

education teacher's responsibility to become more knowledgeable about our ELL program; I understand the laws regarding ELL; and how can I get more support? As a consequence of this seminar, several partner schools began informal professional development efforts to increase teachers' awareness of the needs of students who have special needs related to disabilities and/or language.

The winter seminar, presented by Dr. Kristen Percy Calaff a College of Education instructor with expertise in second languages, focused on designing instructional materials for ELL students. Unfortunately, the day of the workshop was one of the days in which a heavy snow blanketed much of the metropolitan area; therefore, only ten participants were able to attend. Those who did attend received a variety of practical instructional strategies and materials for use right away in their classrooms. Attempts to reschedule the seminar for later in the year were not successful. It was disappointing.

The use of seminars offered during the academic year is being reconsidered. A number of factors contribute to the success or lack of success of the seminar approach. First, most districts and schools have very tight schedules for released days for teachers. Days are designated for specific district or building needs making it difficult to attend a Network seminar. Second, if not held on teacher release days, the costs for paying for substitutes is substantial either to the building or the Network. Resources are extremely tight in the district; therefore, decisions to release teachers during regular school days represent a challenge to the principal. Finally, good substitute teachers are difficult to find especially when several are needed for one building. As a consequence, other professional development alternatives will need to be developed.

***Impact:** The Network is now established. Both public school and College faculty are aware of the utility of the Network and its value to both partners. Teachers are clear that the support from the Network made a significant difference in their ability to focus on issues of teaching and learning and student achievement. The Network remains the "web" that brings many components of teacher professional development, teacher education, and student learning together.*

Network and Teacher Education Renewal:

In the spring of 2008 the College of Education initiated its new program for individuals who want to be elementary teachers. The new program is the result of four years of collaborative work with P-12 educators, College of Arts and Sciences faculty, and College of Education faculty, staff and students. Network members have been intimately involved in the creation of this renewed program.

During this year a major focus has been on clarifying the role of the teacher liaison and the student teaching coordinator in each building. Dr. Cap Peck, Ms. Karen Harris, and Ms. Jane Kinyoun and teaching faculty have participated in these continuing discussions. Several monthly meetings were devoted to specific issues regarding role responsibilities, the number of student interns to be placed in a partner school, and how student interns may be used as a resource for the school to improve student academic achievement.

Feedback from the teacher liaisons and principals attending the June meeting noted that these working sessions enabled them to participate in creating the College's teacher education programs, gain a better understanding of the role of the cooperating teachers and interns, and to understand the potential for utilizing the resources of the University to assist in improving student achievement.

***Impact:** Because of support from the Ackerley Foundation, public school professionals continue to be essential collaborators with teacher educators in the renewal of the teacher preparation program. Programmatic changes in the teacher education program link the preparation programs more closely with the public school and these changes are establishing a University presence in the P-12 schools. Partners will work collaboratively with the College to gather data related to the impact of teacher interns on student learning and on the overall effectiveness of the teacher preparation program.*

SURVIVE AND THRIVE (S&T)

Survive and Thrive, while successful in supporting early career teachers, was impacted by two events. First, the director of the project, Dr. Sally Montes Latrell, had to resign due to health issues; therefore, the mentors and mentees lost the individual who had directed the project since its beginning and as a consequence lost some momentum. Dr. Glenn took over the coordination of S&T project, met with mentors, monitored professional development activities, and assessed the S&T program via a year-end survey. Second, due to the financial costs related to supporting S&T teachers and the need to focus on the induction years of the College's graduating teachers S&T teachers and the districts were informed that the program would not continue after June 2008. While districts and teachers understood the rationale for this decision, the realization that the project would end had an impact on participants. This should not be construed that the mentors did not continue to work with early career teachers. In fact, support continued at the same level and in some schools mentor teachers combined their professional development funds to support mentees professional development.

Thirty-five mentors and 42 early career teachers in eleven schools were involved in program activities. (See Appendix Two) Results from the end-of-year survey, once again, demonstrated the satisfaction of early career teachers with the support they received.

As in past surveys, early career teachers greatly appreciated the support from their mentors and believed they gain critical insights into becoming a better teacher able to work with a variety of students. Only one early career teacher indicated that he or she would probably not be in teaching in five years. Illustrative comments about the value of the program include the following:

- *The mentor/mentee program has been a great help to me, just having at least one person you know you can go to with questions helps relieve stress and gives me a direction when I don't know where to go for something I need.*
- *...this mentoring opportunity has provided me with the opportunity to get involved with the school as a larger community.*

- *...the networking opportunities that is has provided.*

Mentor teachers also benefited from participation in the program and were very supportive of the program and what they learned from working with their early career teacher. When asked for the three most important things mentors learned from working with early career teachers, the following outcomes were noted.

- *Strengthened empathy for all struggling teachers; regular reflection of personal practice, and increased insight into issues of staff wellness and moral.*
- *Both me and the mentor became better teachers.*
- *It renewed my belief that teachers at all levels of experience have the same kind of problems and need collaborative support to address those issues.*
- *A relationship of trust was developed, such that significant questions, concerns and issues could be discussed/handled in a comfortable and open environment.*
- *To balance work life and with personal life.*
- *The brainstorming on how to help challenging or struggling students so that all students can be successful.*

When given the opportunity to make an additional comment, mentors wrote a number of comments. Three comments are worth noting.

- *Survive & Thrive provided me with the most meaningful professional development that I have had in years.*
- *...the mentor program is a terrific tool for both the new teachers and the mentors. Thank you for being a part of making it happen.*
- *The Ackerley support has been tremendous.*

While it is unfortunate the Survive and Thrive will not continue, over the duration of the project over a hundred early career teachers were mentored and became better teachers as a result of this assistance. The same may be said of the mentors. Also, the College of Education gained additional insights into the needs of early career teachers that will be beneficial for its own induction program for early career teachers.

Related Early Career Activities: Although not directly funded by the Ackerley Foundation grant, work continues related to establishing an induction program for College of Education teacher education graduates and in increasing the capacity at the school building level for innovations related to enhancing student learning. Dr. Stephen Kerr, Professor of Education, has assumed the leadership of the induction program that will utilize a mixed model of face-to-face meetings with graduates and on-line web-based technology. The Ackerley Network has enabled the College to collaborate with partner schools and districts about how best to implement this program.

Impact: *Survive and Thrive made a difference in the lives of early career teachers. That finding was valid the first year of the project and remains so at the end of the project. Over a hundred early career teachers have received support from Survive and Thrive and are better prepared to teach today's young people. Mentors have also benefited from the training they received and from working with the early career teachers. The districts and the College have also gained insights into what is needed to support early career teachers. In the case of the College, lessons learned have been incorporated into the emerging induction program for teacher education graduates.*

2007-2008 Network Goals: An Assessment

At the end of last year the Network identified the following major initiatives for attention.

- Clarification of the Network mission with a focus on student learning, and in doing so acknowledge differences between elementary and secondary school partners and the role of the district. *The focus for the year was on student learning and served as the focus for Network seminars, inquiry projects, and in-school professional development. Differences between elementary and secondary school partners were acknowledged in the development of the new role for the teacher liaisons and the student teacher coordinator role.*
- In collaboration with members, the identification of the critical elements and related costs of each of these elements of the Network that must be sustained. *During Network member discussions it became clear that support for the role of teacher liaison, support for the inquiry projects, and the necessity of monthly meetings were elements that needed to be sustained if the project were to continue. These critical elements served as the basis for the request to the Ackerley Foundation for continued funding and guided the development of the College's teacher education budget.*
- Clarification of each partner's responsibilities and the development in collaboration with the College of Education Teacher Education program a memorandum of agreement among the partners. *Roles have been clarified and a memorandum of agreement will be signed at the beginning of the fall quarter 2008. Dean Wasley and Dr. McEwen Harris are also meeting with district superintendents to discuss the partnership.*
- A revision of the goals of the inquiry projects to ensure a focus on student learning and a feedback system to the schools regarding the projects. *A new protocol was developed during the summer of 2007, shared with the partner schools at the fall meeting, and served as a major guideline for the inquiry reports. This document will be used again in the coming year to focus the inquiry project on student learning outcomes.*
- A more effective strategy for sharing research findings, best practices, and innovative strategies among the partners. *This effort is still in progress. A major change is the development of the Ackerley Network Project Page on the College of Education web site. This new site will allow a much broader dissemination of the work of the Network partners. An additional option being considered is an Ackerley blog or communication page on the College web site where members may discuss various topics and share information.*

These five goals served to focus the Network's agenda, and members worked to make progress on achieving each goal. Progress was made in each area and documents were created that should serve the Network well as it moves forward.

Looking to the Future

Next year will be a transition year for the Network. The Network moves from "project" status "program component" status. Or to use another term common in education, the Network will become "institutionalized" into the College's teacher education programs. Achieving this goal is not to be underestimated because few externally funded projects ever achieve such a status.

Assuming the directorship will be Dr. McEwen Harris who brings exceptional experience as an educator to the task and a working knowledge of the Network. Dr. McEwen Harris will serve in this capacity until the new director is hired. She will, however, in all probability continue her leadership of the principal group even after the director is hired. Dr. McEwen Harris will also represent the Network on the executive board of the Washington Center for Teaching and Learning during the coming year. The Network has set the dates for teacher liaison and principal meetings as well as the fall opening event.

During the coming months memorandum of agreements with Network schools will be signed. Student interns in elementary education will enter partner schools in August. Discussions will continue with district superintendents regarding larger aspects of the partnerships. And, teacher liaison and site coordinator roles will be finalized as well as a payment schedule for each role.

While transitions always have unexpected events occur, the Ackerley Network for Teacher Development in 2008 will become a permanent and integral component of the College of Education's partnership with high needs public schools in the Seattle metropolitan areas. The model that was initially funded has been adjusted to meet Network needs. However, the original goal of *creating and supporting the collaboration of P-12 and university educators through participating in new roles, activities, and settings that develop shared professional knowledge* has been achieved.

Appendix One

Ackerley Network Schools

Five school districts,

- Bellevue, Interim Superintendent Karen Clark
- Edmonds, Superintendent Dr. Nick Brossoit
- Seattle, Superintendent Maria L. Goodloe-Johnson
- Shoreline, Superintendent Dr. James Welsh
- Renton, Superintendent Dr. Dolores Gibbons

Elementary Schools

- Bellevue: Newport Heights
- Renton: Byrn Mawr, Kennydale
- Seattle: Bailey Gatzert, Sansilo, Sacajawea, Wing Luke, TT Minor, Wedgewood, Roxhill
- Shoreline: Parkwood

Middle Schools

- Edmonds: College Place
- Seattle: Madison, Aki Kurose, Eckstein, McClure
- Renton: Nelsen

High School

- Edmonds: Mountlake Terrace
- Seattle: Nathan Hale
- Renton: Lindbergh

Appendix Two

Survive and Thrive Mentors/Early Career Teachers by School

2007-2008

(Mentor listed first with mentees underneath. * = Lead Mentor)

PHASE II SCHOOLS	PHASE I SCHOOLS
<u>Aki Middle School</u>	<u>College Place Middle School</u>
*Don Macinnes	*Alison Stern
Robin Gannett	Janet Abbott
Nikki Bunnell	Kelly McCarthy
Donna Giligan-Miller	Shannon Wilson
Scott Anstett	Carly Althausen
Katherine Tabiando	Carolyn Gross
Todd Vandermuelen	Lisa Shearer
<u>Bryn Mawr Elementary</u>	Joni Johnson
*Sandra Brook	Keri McMannus
Nina Williams	Amy Claiborne
Kathryn Hallgrimson	Colleen Craddock
Rosemary Leifer	<u>Mountlake Terrace High School</u>
Ruthann Nelson	*John Traxler
Lorean Moore	Jonathon Tong
<u>Eckstein Middle School - TBD</u>	David LeWarned
*Joann Keeton	Andi Nofziger
Joshua Hanson	Dan Johnston & Joni Faranacci
Andrea Malott	Becky Edulich
Margot Gilliam	Heather Smith
Alisha Peltz	Rick Farber
<u>Kennydale Elementary</u>	Dino Aristedes
*Jennifer Keil	Danielle Parshall
Shelly Graham	Stephanie Harwood
Donna Salomon	
<u>Mountlake Terrace (continued)</u>	<u>Nelsen (continued)</u>
Gil Comeau	Jennifer Stein
Ericka Spellman	

<p>Nancy Paine-Donovan</p> <p>Ashley Black</p> <p>Gail Shepard</p> <p>Cynthia Lane</p> <p><u>Lindbergh High School</u></p> <p>* Jef Rettman</p> <p>Steve Rollert</p> <p>Claire McCormick-Wray</p> <p>Sarah Coward</p> <p>Joanne Peterson</p> <p>Michele Rennie</p> <p>Celeste Orser</p> <p>Larry Mosko</p> <p>Matt Randall</p> <p><u>Madison Middle School</u></p> <p>* Kathy Myers</p> <p>Liz Andreasen</p> <p>Alba T. De Marco</p> <p>Theresa Gries</p> <p>Liz Olivere</p> <p>Stephanie Poole</p> <p>Alisha Taylore</p> <p>Carrie Daus</p> <p>John Urdal</p> <p><u>Nelsen Middle School</u></p> <p>Devin McLane</p> <p>Christine Heimsoth</p> <p>Terra Solkey</p> <p>Brian Stewart</p> <p>Dave Huff</p>	<p>Theranne Nesheim</p>
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Total Mentors: 35

Total Early Career Teachers 42

Total Schools 9

Appendix Three

Network Principals & Teacher Liaisons by School

School	Name	Position
Aki Kurose	Ana Ortega	Principal
Aki Kurose	Don MacInnes	Liaison
Akikurose	Zoi Microulis	TA
Byrn Mawr	Tammy Watanabe	Principal
Byrn Mawr	Leilani Kollasch	Liaison
College Place	Thea Gardner	Principal (contact)
College Place	Janet Tucker	Liaison
College Place	Marisa Bier	TA
Eckstein	Kim Whitworth	Principal
Eckstein	Ruth Ann All	Liaison
Eckstein	Carol Coe	TA
Gatzert	Norma Zavala	Principal
Gatzert		Liaison
Lindbergh	Tres Genger	Principal
Lindbergh	Jef Rettman	Liaison
Lindbergh	Marisa Bier	TA
Madison	Jill Hudson	Principal
Madison	Kathy Myers	Liaison
McClure	Joyce Madison	Principal
McClure	Tina Anima	Liaison
McClure	Althea Westover	TA
Mountlake Terrace	Greg Schwab	Principal
Mountlake Terrace	John Traxler	Liaison
Mountlake Terrace	Marisa Bier	TA
Nathan Hale	Marni Campbell	Principal
Nathan Hale	Tina Tudor	Liaison
Nathan Hale	Carol Coe	TA
Nelsen	Rick Hiser	Principal
Nelsen	Jamie Richards	Liaison
Nelsen	Marisa Bier	TA
Newport Heights	Stephen Marafino	Principal (contact)
Newport Heights	Sue Bradley	Liaison
Newport Heights		TA

Parkwood	Laura Ploudre	Principal
Parkwood	Linda Luebke	Liaison
Parkwood	Alethea Westover	TA
Sacajawea	Barry Dorsey	Principal
Sacajawea	Kevin Gallagher	Liaison
Sanislo	Debbie Nelson	Principal
Sanislo	John Apostol	Liaison
Sanislo	Tammy Tucker	TA
Wing Luke	Davy Muth	Principal
Wing Luke	Ann Wolfe	Liaison
Wing Luke	Zoi Microulis	TA
TT Minor	Laura Davis	Principal
TT Minor	Laura Brown	Liaison
Wedgwood	Veronica Davis	Principal
Wedgwood	Veronica Gallardo	Liaison
Roxhill	Kathy Thompson	Principal
Roxhill	Peter Weschler	Liaison
Roxhill	Tammy Tucker	TA

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